DOCUMENT RESUME

ED 117 900 EC 081 252

AUTHOR Mazzullo, Mariann C.
TITLE Procedures Used in Child Find Activities.
PUB DATE Feb 76
NOTE 16p.; Paper presented at a workshop for SEIMC Child-find Consultants, State Education Department Conference (Albany, New York, February 13, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Agencies; Community Programs; Exceptional Child Education; *Guidelines; *Handicapped Children; Health Facilities; *Identification; *Information Dissemination; Parents; Preschool Education; Program Administration; *Publicize; Referral
IDENTIFIERS Child Find

ABSTRACT

Presented is an outline of procedures to use in child find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical community agencies, therapeutic nurseries, day care centers, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to announce a new preschool learning center. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117900

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEDURES USED IN CHILD FIND ACTIVITIES

Presented by: Mariann C. Mazzullo
Project Director
Pre-School Learning Center
1100 Palmer Avenue
Larchmont, N.Y.

Workshop for SEIMC Child-find Consultants
State Education Department Conference
Albany, New York

February 12, 1976

EC081252

How To Undertake Child Find Activities

The following are activities that should be considered in going about Child Find Activities:

I. Announcement of child search in local newspapers including information concerning:

A. specific population: age range, type of handicap, (list specific areas)
B. services offered to parents, children, siblings, including:

1. program for children
2. program for parents (home program, study groups, parent groups, individual counseling)
3. child evaluation
4. home program for children
5. information center: clearing house for child activities

C. confidentiality of all information taken, given and recorded
D. names of staff members with titles and description of their roles
E. name, title, address, and phone number of contact person(s)
F. no fee to parents or children

Article should be written in simple language so that lay persons will be able to clearly understand the purpose of the program. If at all possible, a staff member should read the article before its publication to insure that the information is presented accurately, and non-offensively.

A calendar of meetings, dates, and places where staff members from the Child Find will present the program to the various community groups should also be printed at this time.

II. Brochure

.draw up brochure to advertise programs; include answers to who, what were questions;

A. who: age range
types of handicaps (very simple non-threatening language: children who have hearing and vision problems, learning problems, movement problems, behaviour problems, self-help problems)

B. what: types of services offered: instructional programs for children and parents together; home programs for children and parents, parent study groups, parent workshops, individual parent counseling, child evaluation, information clearing house for child activities; referral agency

C. where: describe location, (public school setting) No Fee (emphasized) describe regional area from which population is selected (for example, Mamaroneck-Larchmont)

.print in languages that respond to the various language groups in the population (each set of language brochures should be color-coded)

.develop a name for program that describes program to some extent: acronyms tend to obscure program message;

.art work on brochure should be related to program content and be simple: [illegible]e motif should be used in all publications concerning the program (see appendices #s 1, 2, 3, 4).

III. Posters

.posters should be printed on cover stock and placed in supermarkets, shopping centers, apartment lobbies, elevators, playgrounds.

.information on the poster should include:
location of program and phone number
age range
types of handicap
no fee
regional area specified
same art work as brochure (see appendix #5).

IV. Letter to Teachers

.all teachers in the school district (public, private, parochial) should receive a letter explaining the program to them. Attached to the letter should be the program brochure (see appendix #6.)

V. Letter to Parents

.all children in school (elementary through high school, public, private, parochial) should receive a letter explaining the program with an attached brochure to be delivered to their parents. (see appendix #7.)

VI. Presentation of Program to Agencies, Community Groups, Parents

.staff member(s) should present program to various agencies in the community in an effort to publicize the problem and get referrals.

A. Social Services Agencies

.consult Red Book (Directory of Social Service Agencies)

.consult newspaper community calendar for schedules of meetings

.List of agencies will follow. These agencies were visited by our Pre-School Program. Comparable agencies should exist in most areas: (see Appendix #8 for outline of presentation to professional agencies)

1. Center for Preventive Psychiatry: After a presentation at this Center, the professional staff offered its services to the Pre-School Learning Center for psychiatric diagnostics and evaluations, On an emergency basis, these services were offered at no fee to the client. They also offered us psycho-educational consultation for programming for children who had behavior problems. (This was offered as a second opinion to the program that was established for youngsters at the Pre-School Learning Center.

2. Community Counseling Center, Mamaroneck, N.Y: This agency has, as its primary function, counseling and therapy with families of adolescent youngsters. Some of the youngsters that attend the Pre-School Learning Center have parents and siblings who are involved in this service. As a result, it was our feeling that our services should be made known to them, should they come in contact with a family that has a pre-school youngster who they might be able to refer to us. This source was able to relate information to us concerning various problem families that exist in our locality and we were able to offer a valuable service to them in terms of child study, child program, and parent program for pre-school handicapped youngsters. Services are available at this Center at a minimal fee or gratis.

3. Westchester Department of Social Services: Department of Child Protective Services. A lecture was given to those social workers who have cases in the Mamaroneck-Larchmont area to familiarize them with the program objectives and clientele.

4. Westchester Association for Retarded Children: An informal meeting was arranged wherein our professional staff met with the professional staff of this organization to explain the scope of the program that was being offered to pre-school handicapped children in the Mamaroneck-Larchmont area. WARC has a pre-school program for children with developmental lags; no children from Mamaroneck-Larchmont have been attending or referred for 3 years. It is their feeling that parents hesitate to identify their children as having developmental lags until they are school-age. Information like this that was gathered not only from this agency but other agencies listed above and below, further reinforced our feeling that an active child-find must be undertaken with vigor in our area so as to turn up the population that we were seeking. The thrust of the child-find had to be comprehensive as well as non-threatening to the residents of this community.

5. New Rochelle Guidance Center: It was an informal discussion with other professionals. They informed us of their services and a detailed description of our services was given as well as brochures and posters left with them. (Again we cannot stress enough the fact that these agencies have been invited to visit our program not only for good will purposes, but also

to share professional information concerning youngsters. A branch of the New Rochelle Guidance Center, namely the Mamaroneck Guidance Center was also visited and similar activities were performed.

6. Westchester Lighthouse: Besides the informal aspect to our visit with the Director and professional staff of the Lighthouse, information was shared by the agency that there have been recorded no legally blind children residing in the Mamaroneck-Larchmont area under the age of 5 at present.

7. Burke Rehabilitation Center: Professional to professional; information sharing and referral seeking. Services are available from Burke on a sliding scale.

8. The Council of Social Agencies: This is a center for referral sources that is used by professionals and agencies in the Westchester area. They prepare a booklet describing all the services and programs in Westchester, and application has been made for the Pre-School Learning Center to be listed in their Directory. Weekly contact has been maintained due to the vast reaches of this particular organization in terms of referring youngsters to the program. Every effort should be made to list the resource in as many appropriate directories as possible.

9. Department of Public Health: Publich Health Nurses Assoc.: Information sharing; professionals to professionals. This is an important agency to contact as they have referred several children to the Pre-School Learning Center for evaluation and program. Research also points to this agency as a valuable source of referrals.

10. Visiting Nurses Association (private voluntary organization): Information sharing; professionals to professionals.

11. Westchester Family Services: Mamaroneck branch: Information sharing; professionals to professionals.

12. Center for Family & Child Development, White Plains (affiliated with the New York Hospital, Westchester Division).

After the initial visit to these agencies, the various people were invited from each of the agencies listed above to visit the Pre-School Learning Center so that they might obtain first-hand information concerning the services that we have to offer. This, and phone contacts have enabled us to maintain continual contact with these agencies.

B. A list of the medical community agencies will follow. These agencies were visited by our Pre-School program. Comparable agencies should exist in most areas.

.Pediatricians: The pediatricians that service the Mamaroneck-Larchmont area have been visited on an on-going basis with an initial visit explaining the program and leaving brochures in their waiting rooms to be taken by their patients. Follow-up contacts have been made by social workers in the program concerning specific children that have been referred.

.A listing of pediatricians can be found by consulting with the County Medical Society. An important aspect in searching for referrals is to contact pediatricians in the outlying areas that will not be directly receiving services as some parents will take youngsters to pediatricians that are not locally based but perhaps may be 1 or 2 towns away.

.A lecture was given at the County Medical Society to relay information about our services to the medical community. This meeting included orthopedists, neurologists, cardiologists, opthamologists, psychiatrists and primary care physicians.

.In addition to this lecture, we talked with the nurses in the 2 hospitals that service our community and one of the social workers gave a lecture to the Pediatric Department at one of these hospitals. Initial visitations were made to the area's orthopedists, neurologists, child psychiatrists, opthamologists, and optometrists.

.Hospitals that have particular programs that service the preschool handicapped population were visited:

1. St. Agnes Hospital Center for Cerebral Palsy.
2. St. Vincent's Psychiatric Hospital.
3. Albert Einstein Rousseau Clinic and Rose F. Kennedy Clinic: Development clinics that service the Westchester area.
4. Columbia Presbyterian: Development clinics that service the Westchester area.
5. New York Hospital, Westchester Division: Development clincs that service the Westchester area.
6. Beth Israel Hospital, New York City: Development clinics that service the Westchester area.
7. Downstate Medical Center, Brooklyn: Development clinic.
8. New York University Rubella Clinic.
9. Blythedale Children's Hospital: Orthopedically Handicapped and Neurologically Handicapped youngsters.
10. Westchester County Medical Center (Grasslands): Sunshine Cottage Children's Services.

C. Therapeutic Nurseries

1. New Rochelle Guidance Center Therapeutic Nursery.

2. Westchester Association for Retarded Children Therapeutic Nursery.

3. St. Agnes Therapeutic Nursery.

4. Clearview School Therapeutic Nursery.

5. Blythedale Hospital Therapeutic Nursery.

6. Grasslands Therapeutic Nursery.

D. Day Care Centers

1. Mamaroneck Community Action Program Day-Care Center.

2. New Rochelle Day Nursery Center.

3. Day Care Centers connected with Universities.

4. Department of Social Services Family Day Care Center, Mamaroneck-Larchmont Branch.

5. Mamaroneck Pre-Kindergarten program.

E. Play Schools

.Initially work was done with the nursery schools in terms of information sharing and referral seeking. Since that initial contact, work has been done by the professional staff with the nursery school in terms of specific cases and specific needs of children and inservice workshops.

.Private and Church-Related Nursery Schools

.In order to locate the nursery schools in a given community, the following sources should be consulted:

yellow pages
Kindergarten teachers in the system
Board of Education for listing of nursery schools
Churches and Temples.

.The following is a listing of nursery schools that were contacted in our search:

1. Private Nursery schools:

a. Pengilly Nursery School

b. Parkside Nursery School

c. Larchmont Play School

d. Mrs. Sjostedt Play School

e. Montessori of Westchester

f. Hudson Country Day

g. Monroe Nursery School

h. Saxon Woods Nursery School

i. Windward Nursery School

2. Church-Related Nursery Schools:

a. Ethical Culture.

b. St. John's Episcopal Church

c. Mamaroneck Methodist Co-op

d. Westchester Jewish Center

e. Larchmont Temple

f. Montessori at St. Augustine's

g. Larchmont Ave. Church

h. Trinity Church of New Rochelle

i. St. Vito's Church

j. Little Flower Montessori

k. Memorial Montessori of New Rochelle

l. Mid-Chester YMHA

m. New Rochelle YWCA

n. Port Chester YWCA

o. White Plains YWCA

p. Westchester Day School

q. Temple Israel Nursery School, White Plains

r. Temple Israel, New Rochelle

F. Community Parent Resources

1. The PT Council for Amblyopia Screening

2. Council on Family & Youth.

3. Episcopal Church Women's Club.

4. Parish Council of St. John & Paul Church.

5. Parish Council of St. John's Church.

6. Town of Mamaroneck Council.

7. Jr. League Screening Hearing.

8. Back to School Night:

.At all elementary schools, middle school, and the high school in the Mamaroneck-Larchmont area. Information sharing, brochure distribution.

9. PTA meetings at the following locations:

.All public elementary schools, middle school and high school, all parochial schools, Westchester Day School. Initial meetings were followed up by distribution of brochures at multiple school functions throughout the year as well as talks to various groups within the PTAs that are listed above.

10. Faculty meetings, at private and public institutions should be attended in order to disseminate information concerning the program to faculty members and administrators. Specific questions should be encouraged during these meetings from the audience.

11. Lions Club.

12. Rotary Club

13. The Sons of Italy.

14. Hadassah.

15. National Council of Jewish Women.

16. Newcomer's Club of Larchmont.

17. Garden Club.

18. Jr. Women's Club

19. Jr. League.

20. Strait Gate Church.

21. Temple & Church luncheons.

22. Marriage Encounter groups.

23. Local Tenants Associations and Home Owner Associations.

24. Village Boards.

25. Local Board of Education meetings.

26. League of Women Voters

27. Census Card List of 2-year olds living within the area.

G. Community Outreach Activities

.Brochures should be distributed at supermarkets, playgrounds and shopping centers as well as any other site of congregation. Posters should be placed on billboards, telephone poles, in shop windows, libraries, apartment house lobbies and sites of congregation.

VII. Logistics

.Project director maintains card catalogue with name of agency, community group. Each contact is recorded. Review of catalogue periodically insures maintenance of contact.

.Master sign-up book is kept noting meetings that occur on each date; Staff members sign up for coverage of meetings. In some cases appointments are made for them by clerk. This is an essential item so that the child-find activities run smoothly.

VIII. Actual sources of referrals for program participants

40% parent through letter or presentation at community and civic groups.
20% parent through nursery schools.
20% parent through social service agencies.
10% parent through the medical community.
10% other.

.It is important to note that all referrals have come directly from parent even if the parent has been referred to the facility by an agency. This is an important issue since it deals with a parent's right to pursue services and maintain the confidentiality of her particular situation. Agencies have cooperated in giving parents the name and phone number of our facility. If the parent's fail to contact the facility, agencies then receive a release from the parent giving permission for the parents to contact you directly concerning the family. Only after this release has been given will the facility contact the parent regarding a referral made from an agency or other group.

Attached: Appendices:
.brochures
.posters
.letters
.outline of presentation given to professional agencies*

*outline prepared by Mrs. Judith Landau, Social Worker
Pre-School Learning Center, Central School
1100 Palmer Ave., Larchmont, N.Y.

LECTURE TO PARENT & PROFESSIONAL GROUPS *

I. Pre-School Learning Center Program

.Children with special physical problems

- .Gross motor
- .Auditory visual
- .Perceptual motor coordination
- .Cognitive
- .Developmental lags
- .Speech and Language

.Children with behavior problems

- .Agressive
- .Withdrawn
- .Peer difficulties
- .Family relationships
- .Poor school adjustment

.Staff and the roles of each person

.Referral and search process

.Who is serviced and eligible and serviced

- .Children already in the program
- .Parents in the program
  - Individual counseling
  - Study groups

.Forms of Publicity

Questions.

II. Normal Growth & Development - expectation and needs

.0-1 year old baby
.1-2½ year old toddler
.2½-5 year old pre-schooler
.5-6½ year old Kindergarten

.Problems

- Thumbsucking
- Rocking
- Feeding disturbance
- Sleep disturbance
- Toilet Training problems
- Auto-mutilation

Separation anxieties
Sibling problems
Impulse and aggressiveness control
Withdrawal patterns
Development of conscience
Parent relationships and other authority difficulties

III. Open End - parent or professionals' questions and concerns.

P.D.
SCHOOL LEARNING CENTER
COME JOIN US
FOR 2 1/2 YEAR OLDS WITH SPECIAL PROBLEMS

Appendix #6

Dear Teacher:

Announcing New Pre-School Learning Center

FOR: All Larchmont and Mamaroneck children aged 2-5 years who have special problems. Please listen for problems with siblings of children in your classroom. We are looking for children who have intellectual and emotional developmental lags in addition to children with physical handicaps.

OUR PROGRAMS FOR CHILDREN: Learn-Play Pre-School Programs
Psycho-educational Evaluation that includes testing
Auditory-visual evaluation and programs
Perceptual-motor training
Behavior management
Training in activities of daily living
Educational and cognitive help
Home programs and small group programs

OUR PROGRAM FOR PARENTS:
Counseling
Parents' groups

COST: Free service -- part of the Public School System

WHERE: Central School -- ground floor classroom #150

CALL: Ow 8-9000 Ext. 317

Mariann Mazzullo, Project Director
Carol Dharamsey, Social Worker
Enid Friedman, Psychologist
Gary Hall, Psychologist
Judy Landau, Social Worker
Patricia Oliff, Teacher

Appendix #7

Dear Parent,

Announcing New Pre-School Learning Center

For: All Larchmont and Mamaroneck children aged 2 - 5 years who have special problems.

Our Program for Children: Learn-Play Pre-School Program
auditory - visual - motor training
and/or
educational and psychological help
and/or
training in daily living skills

Our Program for their Parents: Counseling
Parents' Groups

Cost: Free dservice - part of the public school system.

Where: Central School - ground floor classroom.

Call: OW 8 -9000 Ext. 317

Mariann Mazzullo, Project Director
Carol Dharamsey, Social Worker
Enid Friedman, Psychologist
Gary Hall, Psychologist
Judy Landau, Social Worker
Patricia Oliff, Teacher